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ABSTRACT

A School-Within-A-School program (SWAS) in Keokuk, Iowa, has proved successful in improving reading skills of about 145 seventh-grade pupils who are below the local 50th percentile in reading ability. The Title III/ESEA program utilizes a team teaching system which facilitates the teaching of reading skills in the content areas of mathematics, science, and social studies as well as in language arts. Because of flexible scheduling, classes in the SWAS can be easily adjusted to fit in with the other classes, and the students can divide their time between SWAS activities and music, art, and physical education. Individual and small group instruction in reading skills and independent study are important parts of the program. Evaluation of the students on the Stanford Achievement Test showed marked improvement in Word Meaning and Paragraph Meaning scores. A list of materials used is included. (AL)

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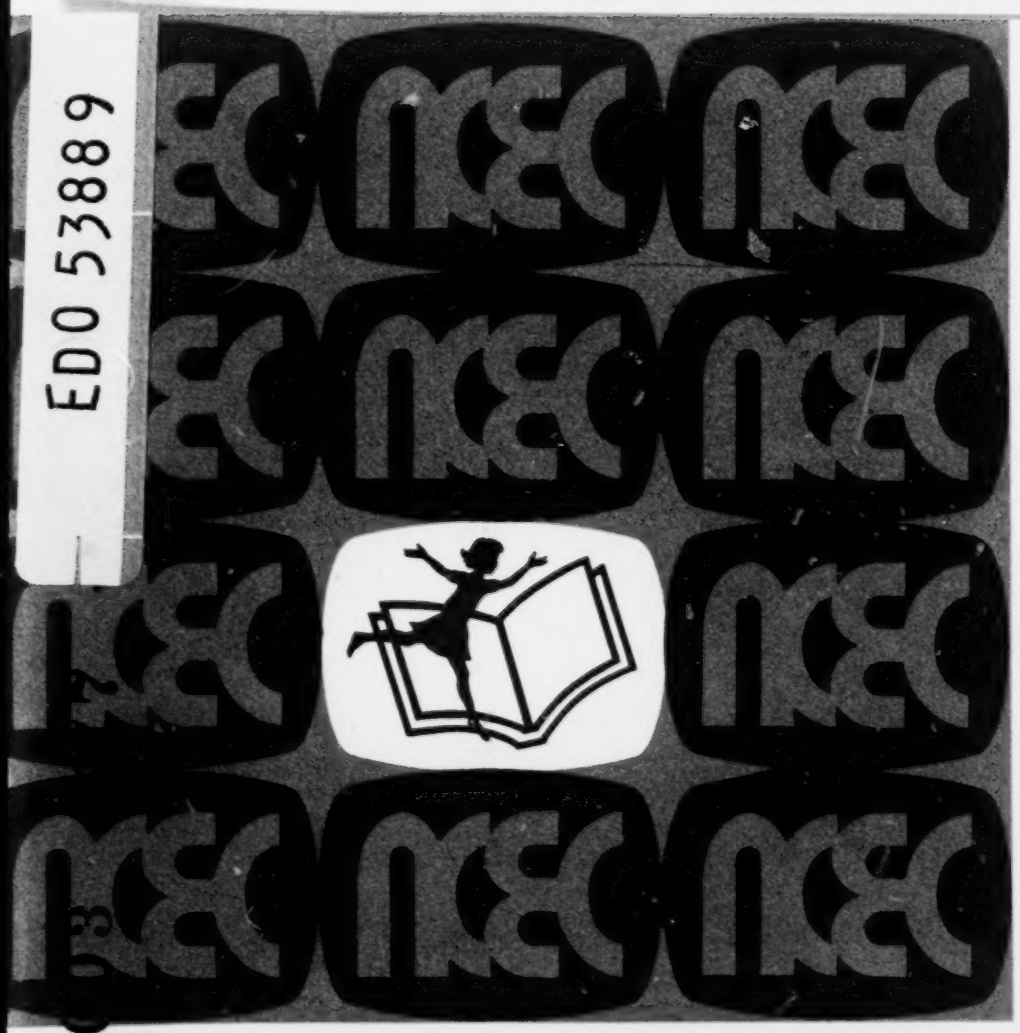

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Model Programs

Reading

School-Within-A-School
Keokuk, Iowa

NATIONAL CENTER FOR EDUCATIONAL COMMUNICATION

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OE-30036

Model Programs

Reading

School-Within-A-School
Keokuk, Iowa

A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been publish
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FOREWORD

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ooklets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

The School-Within-A-School (SWAS) in Keokuk, Iowa, provides special instruction to about 145 seventh-grade students at Keokuk Junior High School who fall below the local 50th percentile in reading ability. The program--based on team teaching, flexible scheduling, and individualization of instruction--is funded through a Federal grant under title III of the Elementary and Secondary Education Act (ESEA), and 1970-71 is its third year of operation. Objectives are to improve student attitudes and adjustment in school, to improve reading skills and achievement in all academic areas, and to build a curriculum around the basic skill of reading which will meet the needs of individual students. Reading is taught in all subject areas, not just in language arts, and the major emphasis of the program is on developing reading skills.

Context of Program

LOCALE

Keokuk, Iowa, is a small industrial town on the Mississippi River with a population of around 17,000. About 93 percent of the population is white and 7 percent black. The socioeconomic breakdown in Keokuk is roughly 30 percent low-income households, 50 percent medium-income, and 20 percent high-income.

SCHOOL SYSTEM

The Keokuk Community School District covers an area with a radius of about 6 miles. There are 3,700 students in the district's seven elementary schools (K through 6), one junior high school (7 through 9), and one senior high school (10 through 12). The ratio of pupils to teachers (including administrators) is 17.8 to 1. The district spends about $980 per student per year.

The district encourages personnel to continue their professional education through workshops, course work, and visits to other districts. For example, before the junior high school switched to flexible scheduling, two-thirds of the teachers had visited other schools to see flexible scheduling in operation.

Other programs being implemented in the district include an ESEA title I Remedial Reading Program and a special summer program. In 1969-70, 24 of the 139 SWAS students received additional instruction in reading as part of the title I Junior High Reading Center, operated by a reading teacher with the help of community volunteers.

In the summer of 1970, a reading teacher provided contractual services for 60 students in a remedial reading approach modeled after the Texarkana Project. One teacher and two aides conducted a 6-week session for children with an average IQ who were reading at least 1 year below grade level. The teacher was paid from $600 to $1,500, depending upon the reading level which the children reached. A pretest and a posttest to measure the students' reading ability were administered by a person other than the teacher.

HISTORICAL BACKGROUND

The School-Within-A-School developed from the work of two language arts teachers who used a team-teaching approach with a group of seventh graders with low reading ability. One of these teachers, Mr. James Bliss, is team leader for SWAS. The secondary

curriculum director, Mr. Morris B. Wilson, and other personnel investigated similar programs in other school districts and wrote the proposal for SWAS. The program was put into operation in 1968-69 at the same time that the entire junior high school adopted the Stanford S-4 flexible scheduling system.

Program Description

SCOPE Six teachers, representing the four main subject areas, teach the seventh-grade students who fall below the local 50th percentile in reading. Reading is the core of the program and is stressed in mathematics, science, and social studies as well as in language arts. In addition to teaching their own subject to the SWAS students, teachers coordinate instruction in all subjects by cooperating on special projects during the year.

Flexible scheduling is very important in the organization of SWAS since it allows flexibility in the size, length, and frequency of classes. The entire junior high school uses the Stanford

S-4 flexible scheduling plan, which is made up of 20 modules per day with 20 minutes in each module. Each day SWAS students spend 14 of the modules on their academic course work, part of which is spent on independent study. The average length of classes is two modules, or 40 minutes. During the remaining six modules of the day the SWAS students join the other half of the seventh grade for instruction in art, music, and physical education. The SWAS teachers use this 2-hour block of time to meet together and to plan lessons.

The difference between the SWAS program and the regular program at the junior high school is that the SWAS teachers teach the same group of students as a team and plan together as a team both daily and during the summer. In the rest of the school, teachers have subject area meetings, but teachers do not teach the same group of students as a team.

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Special personnel for the program include one team leader, five teachers, one aide, and a counselor who works half-time on the project.

PERSONNEL

The team leader, who is also a language arts teacher, is responsible for the overall organization and coordination of the SWAS program. He spends about half of his time handling administrative details and coordinating the program and the other half teaching. The team leader is not a "supervisor" over the other teachers, but rather works with them in implementing the program. He must be able to keep the team working together cooperatively and to maintain lines of open communication.

Of the five teachers in the program, there are two in language arts, one in mathematics, one in science, and one in social studies. Teachers are required to have a B.A., although an M.A. is preferred. Three of the teachers have 10 or more years of teaching experience. The following criteria are used for selection of teachers:

- An elementary teaching background is preferred because the program staff feels that elementary teachers tend to be less content-oriented and more child-oriented and because elementary teachers are more accustomed to working with students at the ability level of SWAS students.
- The teachers should have demonstrated ability to cooperate with other teachers.

- They should be able to work well with remedial seventh-grade students.

The duties of the aide include working with teachers and students and doing secretarial tasks. The aide does not assist in classroom teaching, but does supervise the students in the resource center and at other times. An efficient aide who is effective in dealing with people is important to keep the program running smoothly. The other teachers in the junior high school also have aides with similar duties. All aides are required to have an Iowa teacher-aide credential.

One of the regular school counselors devotes half of her time to working with SWAS students.

In 1970-71 teachers have a 2-hour block of time each day during which they can schedule time for planning. For about 1 hour each week teachers work cooperatively to develop the weekly schedule, taking into consideration the time and space needs for the lessons of each teacher. They use a large blackboard with lines drawn to designate modules and days for scheduling. Teachers also make daily adjustments in the schedule as the need arises. The aide

makes a copy of the weekly schedule for each student and a copy of the daily schedule for each teacher.

Teachers also work for 6 weeks in the summer, 6 hours per day. They evaluate the program, make long-range plans, and prepare new units and materials for the next year. Teachers are paid $900 for their 6 weeks' summer work.

Each teacher decides the basic content and approach for his course, based on district guidelines. Courses are integrated through small units or projects which involve two or more SWAS teachers who plan together, each teacher contributing to the project the appropriate skills from his discipline. Projects which involve all SWAS teachers are usually planned by one or two teachers, who then work with the other teachers to coordinate the instruction of all the students. Teachers have often found it necessary to make compromises in their own subject area in order to implement a coordinated program.

FACILITIES SWAS is held in Keokuk Junior High School which has about 900 students. During the first year of the program a large room was

used for SWAS classes. However, the SWAS teachers found that the students were too easily distracted in a large open room; so regular classrooms were used for the second year of the program. Some of the rooms have dividers to section off the room into areas where small groups can work. SWAS uses six classrooms and two portable units with about 20 carrels along the sides of the room which can be hooked up as a listening center. The classroom space is shared with other junior high teachers.

A large room about the size of 2 1/2 classrooms serves as a resource center where students can work and materials are kept. The aide works in the resource center and also has access to the equipment and some space in the central school office. SWAS teachers also have a conference room for planning purposes. The resource center, one classroom, and one portable unit are carpeted.

ACTIVITIES

SWAS students are divided into five groups on the basis of reading ability. Students stay in the same group for all of their academic classes. Students are moved to other groups as appropriate, and about 65 percent of the students changed groups

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at least once during 1969-70. In 1969-70 each group was assigned a color to correspond to the color of the paper the group schedule was printed on. In 1970-71 the teachers indicate groups with Greek letters to increase the appeal to the students. Each group is divided into two parts for small-group instruction, which is used as much as possible. Teachers attempt to design their courses so that a student can progress through the material at his own rate, rather than at the rate of his group as a whole. Students spend about half of their time working individually on assignments and the other half in group work.

About 40 percent of the day is for unscheduled independent study. SWAS students spend much of this time in the SWAS Resource Center, a large room with tables and chairs, a wide range of materials and equipment, and desks for the SWAS teachers and the aide. The Resource Center has been used as a study hall, but SWAS teachers plan to use it more for a learning center with several subareas within the large room where students can engage in different activities.

LANGUAGE ARTS

Students spend an average of 40 minutes a day on reading (some spending additional time with a reading teacher who serves the

whole junior high school), and an average of an hour a day on other language arts activities such as grammar, spelling, and written and oral work. They develop skills in locating answers, outlining, following directions, getting the facts, using context clues for word meaning, using the dictionary, using reference materials, using library facilities, and improving study and listening habits.

The language arts teachers spend much of their time with small groups of six to eight students. Since the students have a short attention span, teachers maintain student interest by using a variety of activities and materials and by limiting the length of any one activity to about 15 minutes. They individualize instruction by using materials such as SRA Reading and Spelling Labs, Springboard Kits, EDL Study Skills Library, a programed grammar text, and worksheets.

The language arts teachers cooperate with the other team teachers to expand instruction in reading and language arts skills to other subject areas. For example, a language arts teacher taught with the mathematics teacher for 2 weeks to help the students develop skills in reading mathematics materials. Other teachers

have evaluated students' research reports for communication skills and the subject area teachers evaluated them for content.

A partial list of frequently used materials is given below:

SRA Kits, Science Research Associates, Inc., Chicago, Ill.

Reading for Understanding, Junior Edition
Reading for Understanding
Cracking the Code
Reading Laboratory, IIa, IIb, IIc
The Dimensions Series: *We Are Black* and *An American Album*
Spelling Word Power Laboratory, IIb--Grade 5 and IIc--Grade 6

Study Skills Library, Educational Development Laboratories, a division of McGraw-Hill, Huntington, New York

EEE--Level 5; FFF--Level 6; GGG--Level 7

Springboard Kits, Portal Press, a subdivision of John Wiley & Sons, Inc., New York, N.Y.

English 2200 Series: A Programed Course in Grammar and Usage, Harcourt, Brace & Jovanovich, New York, N.Y. (too difficult for a regular text, but used for practice)

Read, a twice-monthly magazine by American Education Publications

Basic Reading Program (Strand #2), Harper & Row, Publishers, New York, N.Y.

From Actors to Astronauts
From Codes to Captains
From Fins to Feathers

Checkered Flag Reading Series, Field Educational Publications, San Francisco, Calif.

Let's Read! Books I and 2, G. Murphy, Holt, Rinehart & Winston, New York, N.Y.

Equipment frequently used: listening post, controlled reader, filmstrip projector, pacer, and shadow scope

Macmillan Series, original transparencies and tapes, The Macmillan Company, New York, N.Y.

Into New Worlds
The Magic Word
Enchanted Gates

GUIDANCE Students meet in small groups of about 15 for one 20-minute session per week with the guidance counselor to identify and discuss their general problems and feelings. Most of the problems center on the student's added responsibility for himself and the transfer from elementary to junior high school. Students are encouraged to express their opinions and feelings and to accept the expression of opinions and feelings by other students.

In 1969-70 every student was involved in an individual session with the counselor at least 4 times during the year, covering a wide range of topics and problems. The counselor had conferences with parents of 95 percent of the students, either in person or by telephone. Parents of students with serious disciplinary or academic problems were contacted for a conference with the SWAS team

of teachers. Generally, most of the parents contacted came for the conferences.

EQUIPMENT

SWAS has purchased very little equipment, but has used the audiovisual equipment already available at the school, such as film projectors, filmstrip projectors, and tape recorders.

BUDGET

SWAS costs an average of $30,000 per year. The local district absorbs the costs of most of the salaries, space, furniture, audiovisual equipment, maintenance services, utilities, business services, and other indirect costs. Most of the title III funds are used for summer salaries, materials, and remodeling costs. Expenses were highest during the first year of the program due to the costs of obtaining a portable building unit and remodeling. During the third year funds were needed to improve the electrical wiring system in the school.

The local district spends about $980 per student per year. The SWAS program costs an average of slightly over $200 more per student per year.

Possible major expenses of initiating the program and the approximate amounts spent by SWAS are as follows:

1. Classroom space, teacher conference room space, and resource center space (SWAS spent about $20,606 on remodeling existing classrooms and purchasing a portable unit)
2. Materials ($2,963)
3. Consultants ($555)
4. Travel ($1,120 was budgeted so that planners could visit other schools with similar programs to help them in their own planning)

Possible major expenses of sustaining the program and approximate amounts spent by SWAS are as follows:

1. Salaries of one teacher and the aide (The other teachers would have been needed to teach these students even if there had been no SWAS program, and were paid through the local district. The aide receives $330 per month.)

2. Salary supplements for the teachers (Teachers are paid $900 each for the 6 weeks in the summer which they spend planning; $900 × 6 teachers = $5,400.)

3. Materials, supplies, etc. ($2,000 per year)

EVALUATION

Students are given the Iowa Test of Reading Comprehension at the middle of the sixth grade (6.5). All students placed in SWAS in 1969-70 scored below grade level in reading ability on the Iowa Test. About 20 percent of the students were less than 1 year below grade level in reading; 40 percent were between 1 and 2 years below grade level; 28 percent were between 2 and 3 years below grade level; and 10 percent were more than 3 years below grade level. Most of the 1969-70 SWAS students were also given the Lorge-Thorndike Intelligence Test, Non-Verbal Battery, in the fall of 1969.

The team leader was primarily responsible for the testing and evaluation, and different forms of the Stanford Achievement Tests were administered about a week after school started and again in mid-May. There was no control group. However, students were compared with the seventh graders who were not in the program on some variables, even though the nonprogram students had higher achievement levels and generally higher IQ's. A few students were added to SWAS during the year, but were not included in the final analysis.

The following charts show the improvement of 1968-69 and 1969-70 SWAS students on the Stanford Achievement Test in Word Meaning and Paragraph Meaning. Results are expressed in grade equivalents.

Stanford Achievement Test, 1968-69

	Word Meaning		Paragraph Meaning	
	Fall	Spring	Fall	Spring
Number of students tested	145	14[illegible]	145	144
First quartile	40	52	34	50
Median	46	65	39	61
Third quartile	53	73	48	70
Mean grade score	51	66	46	62

Stanford Achievement Test, 1969-70

	Word Meaning		Paragraph Meaning	
	Fall	Spring	Fall	Spring
Number of students tested	135	134	137	138
First quartile	44	64	38	56
Median	54	69	47	66
Third quartile	59	76	57	77
Mean grade score	52	69	47	67

Other forms of evaluation are also used to measure student attitude and adjustment. The California Test of Personality is administered in the fall and spring, with special attention to the scores in the areas of sense of personal worth, feeling of belonging, and school relations.

For Further Information

For further information on the program contact:

Mr. James Bliss, Team Leader of SWAS
Keokuk Junior High School
15th and Main
Keokuk, Iowa 52632
(319) 524-3737

Arrangements to visit SWAS should be made in advance through Miss Ruth Davis at Keokuk Junior High School, (319) 524-3737. About 700 to 750 people visited the school in 1969-70.

A local airline flies into Burlington, Iowa, which is about an hour's drive from Keokuk. There is a rent-a-car agency in Burlington. A large modern motel with reasonable rates and a restaurant is conveniently located in downtown Keokuk.

BIBLIOGRAPHY

Zero In On Reading, a description and evaluation of the School-Within-A-School, prepared by the School-Within-A-School team of teachers, July 1, 1970. Free.

It's a Read-In, an evaluation of the School-Within-A-School, prepared by the School-Within-A-School team of teachers, June 10, 1969.

GPO : 1971 O - 426-159

MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Following of these programs, their location, and a short descriptive statement

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading Instruc
  A team approach provi
  struction to disadvar

- Elementary Reading Center
  Centers which provide
  instruction for eleme
  and reading resources

- School-Within-A-School,
  A program for low-ach
  grade students to dev
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- Remedial Reading Program
  A small-group remedi
  for Mexican-American

- Yuba County Reading-Lea
  A two-part program o
  teacher training to
  skills.

Seven programs included in the first *Model Program* series--on childhood education --w promising reading programs. These are the Interdependent Learner Model of a Follow N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., DOV Monticello, Fla.; Corrective Reading Program, Wichita, Kans.; Exemplary Center for R Salt Lake City, Utah; Perceptual Development Center Program, Natchez, Miss.; and Pro

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nters, and Services, Topeka, Kans.
rogram serving about
ades 4 through 9.

ading Program, Chicago Heights, Ill.
g program to help poor readers
prescribed study in specific

- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.
- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.
- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.
- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.
- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

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